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There is little material with reference to the later significance of this elementary period, and its experiences. The fourfold introduction by Messrs. Bolton, Chambers, Poland, and Horne express well-merited appreciation of the pioneer work done by Dr. Groszmann.

The Women of Tomorrow. By WILLIAM HARD. New York: The Baker & Taylor Co., 1911. Pp. xi+211.

In the flood of new books dealing directly with education it will be easy to overlook this contribution to one of our urgent problems. Mr. Hard has made a serious study of present tendencies in the education and life of women and has written a valuable book in an interesting manner. His chapter on "Learning for Earning" makes available a view of technical training from Colonial days to the work of the Manhattan Trade School for Girls and Simmons College.

Teachers who are following conventional courses as well as those more progressive need the experience of seeing their charges in the light of the problems they must meet—the postponement of marriage, the preliminary period of self-support, the new training for motherhood, the problem of leisure, the opportunity for civic service to which the author devotes his successive chapters.

Saleswomen in Mercantile Stores. By ELIZABETH BUTLER. New York: Charities Publication Committee. \$1.00 (paper \$0.75).

This study of saleswomen in Baltimore affords an illuminating view of the occupation entered by many of our schoolgirls. School authorities need the results of a series of such surveys in order to plan a more effective social curriculum. Of direct help will be the accounts of schools for salesmanship in Boston and elsewhere.

The Status of the Teacher. By ARTHUR C. PERRY, JR. Boston: Houghton, Mifflin Co., 1912. Pp. xii+78. \$0.35.

Dr. Suzzallo in the editor's introduction to this number in the Riverside Monograph Series calls attention to "four major elements which directly condition classroom activity: (1) the teacher's personality, (2) the course of study, (3) the child, and (4) social ends; each in turn has come into focus to receive an emphasis which, temporarily at least, has subordinated other factors, even those that had been thrust emphatically into professional consciousness during the previous decades." "For the purpose of raising to full consciousness the status of the teacher, it is necessary to know upon what traditional and rational grounds the teacher enters upon the performance of his functions; to know just where his powers begin and end; to know just where are the sanctions for everything he does."

Dr. Perry gives us information on the subject under the heads of the authority, the responsibility, and the profession of the teacher. His statements will be helpful, although one could wish that he had grappled with the problem somewhat more fundamentally along lines laid down for instance in Henderson's *Principles of Education*. The part the teachers of the country will play in determining its policies of education and the status of their own class is an urgent question and deserves more attention than is given it.

FRANK A. MANNY